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ABSTRACT

This case study presents a model of the University of Maine, Orono, pre-service program for preparing secondary social studies teachers. Focus is on the Foundations Component and the Methods Component, either of which can function independently of the other. Only brief mention is made of either the Exploratory Field Experience Component or the Student Teaching Component of the Model since these do not differ significantly from those parts in more traditional programs. The optional patterns of study available to social studies education majors are described. In the Foundations Component traditional courses are organized into five-week, highly specific courses. This modularization encourages students to by-pass their areas of strength and to concentrate on their weaknesses. The model for the Methods Component is designed to allow students who possess the basic skills to demonstrate their proficiency with little or no additional work. An example of a Learning Activity Packet for use in this phase of study is included. Procedures to be ued in evaluation of the program are described. (SHM)

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THE UMO TEACHER TRAINING PROGRAM: A CASE STUDY AND A MODEL

by

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THE UMO TEACHER TRAINING PROGRAM: A CASE STUDY AND A MODEL

Purpose:

The purpose of this article is to present a case study and a model of the University of Maine, Orono, program for preparing secondary teachers. While the model presented here deals primarily with the pre-service program in the social studies, the principles are easily transferable to teacher training in other subject-matter disciplines. The article focuses on the Foundations Component (FC) and the Methods Component (MC). Only brief mention is made of either the Exploratory Field Experience Component (EFEC) or the Student Teaching Component (STC) since these do not differ significantly from those in more traditional programs. The model was developed in such a way that either the Methods Component or the Foundations Component can function independently of the other, at least in the short term. Thus, if a teacher training institution wishes to test one of the components, it may do so without adversely affecting the other.

Traditional Professional Education Courses:

Professional education instructors are in the uneviable position of teaching courses which many students feel adds little, if anything, to their professional preparation. These instructors

often rationalize the lack of student enthusiasm by saying that students will one day, as experienced teachers, appreciate what was done for them. Survey studies show that this is not the case. Experienced teachers as well as pre-service teachers consistently rank their academic courses high and their professional education courses low, regardless of the criteria used.

There are, of course, many and varied reasons why both pre-service and inservice teachers rank professional education courses lower than their academic courses. The "reasons" which follow are not meant to be exhaustive, but they do reflect some of the major concerns of pre-service teachers. In the first place, pre-service teachers are highly suspicious of any required course in their program, and they are super-suspicious of professional education courses which are required for graduation as well as for certification. Secondly, lacking experiental background as a teacher, they often see little relationship between what is taught in these courses and their own experiences and observations of what it is like in the "real world." Thirdly, pre-service teachers are highly ambivalent about their expectations of education courses. Some would like the instructor to provide them with a guaranteed formula or prescription of "how to do it," but when this is done, they quickly label the course as "mickey-mouse" or

a "gut" course. On the other hand, if the instructor attempts to develop a theoretical framework such as one might do in a political science course, for example, cries of anguish are likely to be heard--the instructor is too theoretical, impractical, nonrealistic, etc. Fourthly, despite the fact that pre-service teachers see daily examples to the contrary, many insist that if one knows his subject-matter well enough he can, ipso facto, teach. Lastly, pre-service teachers are becoming increasingly adamant about the discrepancies between what education instructors say and what they do in their courses. In other words, they look at the education instructor with a jaundiced-eye who consistently lectures on reflective thinking, for example, or on how to individualize instruction.

THE UMO MODEL

The Foundations Component

The Case Study: In recent years there has been no dearth of recommendations for changing teacher education programs. Literally thousands of recommendations have poured in from lay groups, professional educators, and academicians. Only rarely, however, have these recommendations been translated into a model which is testable and transferable. For the most part the recommendations

have been highly ambiguous and poorly articulated. Written in beautiful, vague, and ambiguous jargon, many of the recommendations have been used by both proponents and opponents of the status quo to defend their position.

At the University of Maine, Orono, we are attempting to develop and to test a model in our undergraduate social studies teacher program which gained its original impetus from the Task Force Report on Teacher Education in the State of Maine. This Task Force met for sixteen full days and hammered out a series of recommendations for changing teacher education in the State of Maine. While the report has been praised by some university faculty members and dammed by others, it has received the enthusiastic support and endorsement of such diverse groups as the Maine Teachers Association, the Maine Principals Association, and the State Department of Education

The second impetus for developing an alternative teacher education model at UMO came with the employment of Dean Robert Grinder in 1971, although moderate attempts in this direction anted :e his arrival at the University of Maine. Nevertheless, during the Fall Semester, 1971, all courses in the foundations series--The American School, The Learning Process, and The Teaching Process--were modularized. That is to say, these

courses were broken down into five-week, highly specific, one-hour courses. In all, some fifty modules were offered to the students during the Spring Semester, 1972 (See Figure 1 below for the module titles). To complete the nine hour foundations sequence, the students could self-select any nine modules. Further, the instructors were free to offer any modules that they desired. To assist the student in making a choice, each instructor prepared a one page description for each of his modules (See Figure 2). Each student was then provided with a booklet which included a description for each module. During the initial registration, each student was asked to indicate his/her first three preferences. Fortunately, the student choices were rather evenly distributed over the fifty modules and only a few students were assigned their second choice and no one received their third choice.

Figure I

Behavior Disorders in School Age Children

Theories of Personality and Contrasting Views of Learning

Analysis of Self and Teacher Behavior

Use of Dramatics in the Classroom

Characteristics of Exceptional Children

The American School:
Introduction to Teaching

Organization and Administration of Our Public School

Historical Development of Our Schools and Current Issues and Problems

Introduction to Teaching

Education: An Alternative

Individualized Study

An Overview of Educational Philosophies

School Organization and the Curriculum

Child Growth and Development

Non-Coercive Schools: Models for Change

Management of Classroom Behavior

Cognitive Learning and Intelligence

Guidance and Teachers

Cognitive Learning and Intelligence

Individualized Study

Analysis of Self and Teacher Behavior

The Process Curriculum

Use of Library Resources

A System of Instruction -- Behavioral Objectives

Development of Learning Activity Packages

Simulation Games

Selection and Evaluation of Audio-Visual Materials

Utilization of Audio-Visual Materials

Formative and Summative Evaluation

Education and Writers of the Romantic Left

Slow Ain't Dumb

Uses and Interpretation of Standardized Tests

The Name of the Game is Conceal It, Don't Reveal It

Audio-Visual Instruction

Instructional Systems

Role Playing as an Educational Technique

Guidance and the Teacher

History of Education:
Educational Beginnings

An Era of Transition

Revolt and Expansion

Collective Bargaining and the Adversary Role of the Teacher

What It Means to be a Franco-American in Maine Schools

Instructional Television Lab

Beliefs and Values: Formation of a Teaching Ideology

Unit Construction Activity

Other Schools and Ours --
Comparison of U. S. and Soviet Education

Perceptual - Motor Development of Elementary School Child

The Computer in Education

Child Advocacy

Figure II

Instructor: James R. Miller
20 Shibles Hall

DEVELOPMENT OF LEARNING ACTIVITY PACKAGES

Period: Modular Period 1, 2, 3
Time: Period D Tues.-Thurs.

Rationale: Among the precepts long taught to prospective teachers is that each learner is a unique individual. In the past we have too often only given lip-service to this precept. Today, we are attempting to honor it in practice by giving a higher priority to the individuality of the learner. Some strategies of individualization require that they be adopted on a school-or-system-wide basis. The need is clearly for a plan that one classroom teacher can develop and try on his own. Individual learning packages appear to be the most feasible in this respect.

A learning package is a self-instructional unit developed for learning one basic concept or idea in which the idea to be learned is broken down into its several components. The teacher constructs the three to five lesson packages in such a way that individual learners may proceed at his own pace and learn in his own style by selecting from among alternative resource materials and activities. Built into the package is a pre-test designed to diagnose the learner's status in relation to the concept and to assist the student in selecting materials and experience for the areas of greatest need with reference to the objectives sought.

Requirements: Each student will develop a LAP for a six-week mini-course in a subject area of his choice.

Text: None

Evaluation: The LAP will be evaluated on the basis of : (a) clarity of behavioral objectives, (b) activities selected to achieve the objectives, and (c) how well the pre- and post-tests measure the learning of the learner.

Class Schedule:

Class Meeting	Topic	Method of Presentation
1	School Systems Using LAPS	Video-tape followed by Discussion
2	Problems in Developing LAPS	Resource person Discussion
3	Writing Behavioral Objectives	Film-strip--Discussion
4	Writing Behavioral Objectives	Film-strip--Discussion
5	Selection of Activities	Individual work-group attendance not required
6	"	"
7	"	"
8	Presentation of Completed LAPS to class	Student participation

Registration for the first modular period was done in the university gymnasium over a two-day period at scheduled intervals. It was at this time that the modular system was carefully explained and students were free to request information not provided for on the module description sheets (Figure 2, p. 7). The registration for subsequent modules was carried out during the fourth week of the modular period and class rosters were posted in several conspicuous places in the College of Education.

It should be obvious that the logistics of registering nearly sixteen-hundred students under such an arrangement was somewhat overwhelming, if not traumatic. The problem was compounded by several factors. First, the experience was totally new to both the students and faculty. Secondly, non-education majors were not always free to participate in the modular program because of their own degree or college requirements; consequently, it was necessary to continue one or more sections of several traditional courses. Thirdly, some students opted to take three modules over a five week period rather than one module for each of the three five-week periods; thus, overloading some modular periods. Nevertheless, in the main, student registration did not differ dramatically from the regular semester patterns.

Students and instructors soon found that five-week modules pass quickly and that they tend to be more demanding than an equal period of time in traditional courses. In brief, students found it difficult to complete the required work and instructors found it equally difficult to evaluate the work of the students within the five-week

period. The result was a high number of deferred grades, particularly during the first two modular periods. However, by the end of the third modular period, the number of deferred grades for the semester were no greater than those in conventional courses, though the bookeeping task was infinately more difficult.

The UMO Model

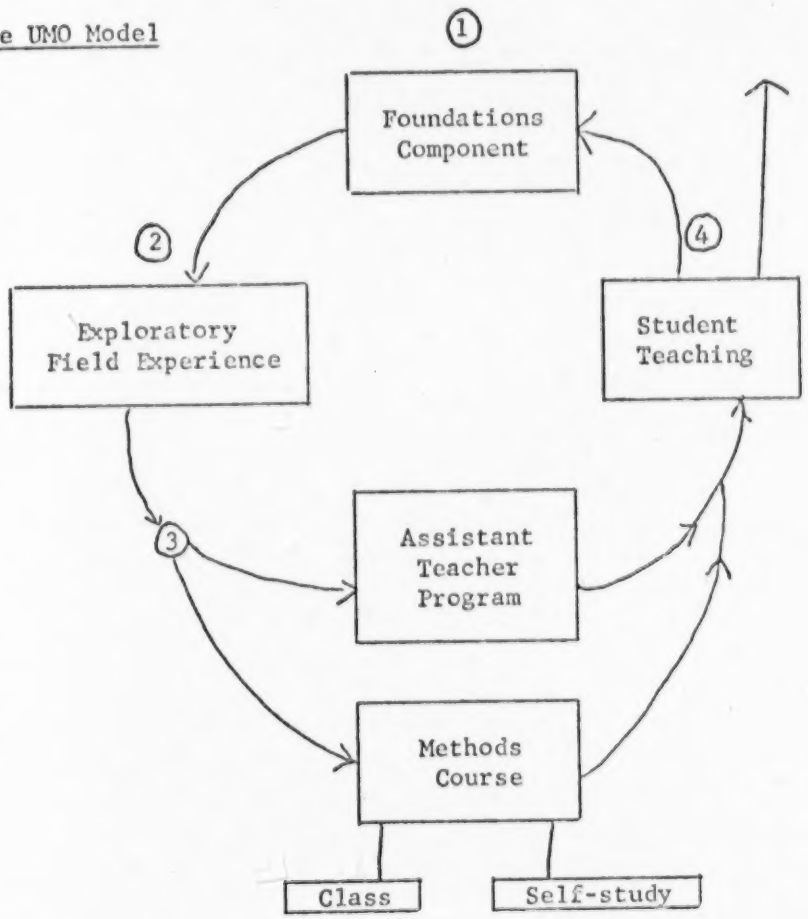

Figure III

The above model graphically depicts the optional patterns available to social studies education majors at the University of Maine. A similar model is also being examined in science education.

Phase I of the model (Figure III) was described in the previous section. In brief, a student self-selects any nine modules to fulfill his foundations requirement. If he and/or his advisor feel that he ought to have early and continuous experience with children, for example, the student may do so by signing up for independent study. The purpose of modularization is, in part, to encourage students to by-pass their areas of strength and to concentrate on their weaknesses. Regardless of whether or not a student opts to work in the schools, he must, in Phase II, complete one week of observation (Exploratory Field Experience) in a school by the end of his sophomore year. Obviously, it is not necessary for the student to complete Phase I before moving to Phase II. Indeed, some students may not complete Phase I until after they have completed their student-teaching which is Phase IV.

As the student moves to Phase III (Figure III), two options are open to him. He may elect to work in selected schools as an assistant teacher or he may opt to take the methods course. If he elects to take the course, he may either attend class or follow an individual study program since the course is performance based. Both the Assistant Teacher Program and the Individual Study Program will be discussed in more detail in the following section.

Phase IV (Figure III) is the traditional student teaching experience which generally comes in the senior year. At the UM it is an eight-week, full-day experience. Upon the completion of Phase IV, the student who has completed all of the preceding phases

has fulfilled his professional education coursework and experiences. He may opt, however, to take additional modules if he so desires, as Figure III illustrates.

The Methods Component

The Case Study: The Foundations Component of the UMO model was worked out in 1970 and implemented in 1972 as mentioned above. In working on the FC it became apparent that the traditional methods course would be less viable if and when modularization occurred. Since students were free to choose whatever modules they desired, methods instructors could make few, if any, assumptions concerning the professional education background of a class. The only valid assumption seemed to be that students would enter the methods course with different competencies than they had in the past when all students were required to take the foundations sequence, however, diverse those courses were.

The Assistant Teacher Program option in Phase III (Figure III) had been functioning since 1969. Under this option methods students could work in the field assisting selected classroom teachers and attend weekly problem-centered seminars in lieu of taking the methods course. These students were asked to devote a minimum of ten hours weekly assisting teachers in doing those things that they (the teachers) wanted to do but lacked the time. Both the students and the teachers who participated in this option found the arrangement to be mutually beneficial and it was, therefore, decided that the ATP program should be incorporated in the model.

The methods course itself presented some serious problems in completing the Methods Component. It became apparent that some sort of quality control was necessary in terms of the total program. Lacking a pre-assessment program and adequate student advisement in the Foundations Component, it was decided that the methods course ought to be performance based and deal with the minimal skills and competencies which one might expect to find in a social studies teacher. In this way, students who had acquired the minimal skills and competencies in the modes or via experience could move through the course rather quickly while those who were deficient could be identified and given assistance. Hence, in a large measure, the methods course became a screening device for locating incompetencies.

Anyone who has attempted to identify minimal competencies and skills for teaching any subject is aware of the perils of such an endeavor. The task is indeed a formidable one. If one elicits the assistance of teachers, administrators, students and colleagues, the list of "minimal" skills and competencies from each group tends to be extraordinarily long and there is little agreement between the groups as to what ought to be given top priority.

Nevertheless, it was decided that assistance was needed and a list of thirty performance-based skills and competencies was presented by the methods instructor to six doctoral students in social studies education, all of whom were experienced social studies teachers. They were asked to add to or delete from the list. On the basis of their response, the list was revised and submitted to four classroom teachers.

Following their input of suggested changes, the revised list was submitted to students who were then enrolled in the traditional methods course. After considering the student input, the methods instructor and one doctoral student selected those competencies and skills which were most frequently mentioned as basic by the three groups, and which could be reasonably accomplished within the 15 week semester system.

The syllabus for the methods course is presented in the following section. In brief, each student must achieve all seventeen of the stated objectives before course credit is given. The student may proceed through the objectives in virtually any order at his own pace. He may choose to attend class on the day that specific topics are dealt with or he may opt to follow one of several alternatives in achieving the objectives. The point is that he must demonstrate that he has achieved the objective, how and where he learns is his choice.

The Model

The model for the Methods Component (MC) is a variation of one of the models used in developing Learning Activity Packages (LAPS) and is presented below in Figure 4. The LAP concept has been tested in a number of secondary schools involved in the Model School Program as well as in other experimental programs. Similar models have been used on the college and university level in such diverse disciplines as botany and political science.

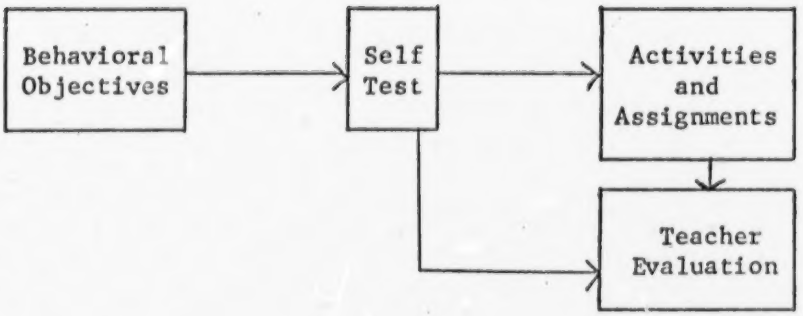

Figure 4

The present model deleted the self-test or pre-test, but included all of the other components. The MC is designed to allow students who possess the basic skills to demonstrate their proficiency with little or no additional work. As the "Introduction" of the syllabus below states; "For some it will take less than a full semester to complete the work, while others may take more than a semester." Regular class meetings are held for those students who prefer this mode of learning rather than individual study.

UNIVERSITY OF MAINE

Education M 141: Teaching Social Studies in the Secondary School

Instructor: Dr. James R. Miller, Room 20, Shibles Hall
Office Phone: 581-7796 Home Phone: 827-5767

Textbook: Maurice P. Hunt and Lawrence B. Metcalf, Teaching High School Social Studies (New York: Harper & Row, Publishers, 1968).

Introduction

Ed M 141 is designed to familiarize the prospective teacher with current and promising practices in teaching social studies; the selection and use of instructional materials; and, the modern trends in curriculum construction.

You are preparing for a most difficult, though potentially satisfying vocation; difficult for masters and mediocrities alike, but satisfying only to masters. You have already begun to immerse yourself in your subject-matter specialty and in your general education coursework. This course, which constitutes only about one and one-half per cent of your undergraduate program, will help you to become a master teacher.

Your instructor has carefully designed a series of experiences which will assist you in pulling together the "loose ends" of your academic and professional preparation. Since many of you will be asked to individualize instruction in your classroom when you begin teaching, I have decided to provide one model of individualization for you in Ed M 141. In this way, you will experience an individualized, performance-based course through participation rather than through reading or discussion.

To complete the course you must complete all seventeen objectives, nine of which must be completed by mid-term. Except for the first five and last three class meetings, attendance is not required. You may proceed through the objectives in any order and at your own pace. When you have completed all of the objectives you will get credit for the course. For some it will take less than a full semester to complete the work, while others may take more than a semester.

The activities listed under each objective should help you in achieving that objective. But, you may have to do more than one activity on some objectives if you are particularly weak in that area. On the other hand, it may be that previous experiences will provide you with the knowledge or skill to achieve the objective without doing any of the activities. The important thing is your performance in achieving the objective, how and where you learn is up to you.

Date	Topic	Attendance	Date	Topic	Attendance
July 10	Introduction	R	Aug. 1	Value Analysis and Clarification	0
11	Simulation Games	R	2	Inductive Teaching	0
12	" "	R	3	Reflective Teaching	0
13	" "	R	4	The Case Study Approach	0
14	" "	R	7	Teaching Contemporary Problems	0
17	Behavioral Obj.	0	8	Analysis of Textbooks	0
18	" "	0	9	Classroom Questions	0
19	Learning Act. Pks.	0	10	Testing & Evaluation	0
20	" "	0	11	Small Group Discussion	0
21	Resource Units	0	14	The Social Studies & the Social Sciences	0
24	AV Hardware	0	15	The Social Studies Curriculum	
25	AV Software	0	16	Seminar	R
26	AV Software	0	17	Seminar	R
27	Teaching Concepts	0	18	Presentation of Resource Units	R
28	Teaching Generalizations	0			
29					
31	Value Analysis and Clarification	0			

OBJECTIVES AND ACTIVITIES

Upon the completion of Ed M 141 the student will be able to:

#1. Evaluate the use of simulation games in the secondary school after personally participating in a game. The evaluation will be oral

Activity: Participate in selected simulation game.

#2. Evaluate the use of role playing in the secondary school after personally participating in a role playing experience. The evaluation will be oral.

Activity: Participate in selected role situation.

#3. (a) classify objectives as cognitive and/or affective using a list of at least ten operationally stated objectives and defend your classification; when given a written objective you will correctly classify it as cognitive or affective; define in writing the cognitive and affective domain. (b) classify any cognitive objective according to Bloom's Taxonomy: when given a cognitive objective place it in a taxonomic class and justify it; when given the six taxonomic classes in random order, rearrange them according to Bloom's heirarchical order; when given a list of characteristics, correctly identify the discriminating characteristics of each of the taxonomic classes; when given a cognitive objective, reword it so that it may be reclassified in one of the other five taxonomic classes.

Activities: (1) Read one of the following: Mager, Preparing Instructional Objectives; Popham, Systematic Instruction; Searles, A System of Instruction. (2) View Popham Filmstrips (#173, #174, #177). (3) Attend class on days Behavioral Objectives are discussed.

#4. Develop a six-week Learning Activity Package on a topic or problem of your choice.

Activities: Please do one of the following:

1. show evidence of having completed the mode on "LAPS".
2. request the self-instructional materials, "Lap on Laps".
3. attend class on days LAPS are discussed.

#5. Develop a six-week Resource Unit on a topic or problem of your choice.

Activities: Please do one of the following:

1. show evidence of having completed the mode on "Resource Units".
2. request instructions on Resource Units and review the units in Room 20.
3. attend class during the time Resource Units are discussed.

#6. (a) operate AV equipment commonly found in the secondary school: 16 mm. projector; overhead projector; slide projector; filmstrip projector; and, tape recorder. (b) prepare AV aides for teaching the social studies; two masters for thermofax transparencies; one master for a diazo transparency; two thermofax transparencies; one diazo transparency; two dry-mounted pictures. (c) prepare a budget for spending $1,000 for software materials for a new social studies laboratory.

Activities: To achieve Objective 6a and 6b, please do one of the following:

1. attend class on the days AV hardware and software are demonstrated.
2. go to AV Center and request assistance.
3. read chapters pertaining to equipment and materials in AV textbooks in the AV Library. (I would especially recommend either Dale or Wittich)

TO ACHIEVE Objective 6c, request catalogues at the AV Center.

#7. Identify and differentiate between conjunctive, disjunctive, and relational concepts: (a) when given a list, classify social science concepts as conjunctive, disjunctive, or relational; (b) state a rule for determining whether a concept is conjunctive, disjunctive, or relational; (c) define in writing the characteristics of a concept.

Identify and differentiate between synthetic singular and synthetic general statements: (a) when given ten statements correctly classify them as singular or general statements; (b) when given five synthetic singular statements rewrite them so that they are synthetic general statements.

Activities: Please do one of the following:

1. read one of the following: Chapters 4 and 5 in Hunt and Metcalf; or Chapter 4, Dorothy Fraser (ed.) Social Studies Curriculum Development; or Peter Martorelli, Concept Learning in the Social Studies. (Fraser and Martorelli are in the AV Library)
2. ask for self-instructional materials.
3. attend class on days concepts and generalization are discussed.

#8. (a) develop a lesson plan for each of the following techniques: (1) value analysis and value clarification, (2) problem solving, and (3) induction. Each lesson plan should include: a general statement of the relevance of the lesson; particular questions intended to elicit responses from the students; a statement of the content validity of the lesson in terms of one

or more big ideas in the field; a description of the technique of instruction to be used; a descriptive statement of the evaluative procedures to be used; and, a statement of the immediate and future usefulness of the content. (b) construct an evaluative instrument for one of the above lessons, including alternative objective and subjective questions.

Activities: Please do one of the following:

1. view one of the following films: "How the Historian Decides What is Fact" or "How the Historian Proves a hypothesis"; and, view the filmstrips on the "Problem Method I, II"; and, read Chapter 6 in Hunt and Metcalf; and, view the filmstrip on "Lesson Planning".
2. read Hunt and Metcalf, Chapters 3, 6, 8 and 11; and, Edwin Fenton, The New Social Studies: The Inductive Approach (Chapters on "inductive teaching"); and view the filmstrip on "Lesson Planning".
3. attend class on days when value analysis and value clarification, inductive teaching, and reflective teaching are discussed.

#9. Demonstrate an understanding of the case study approach by (a) writing two case studies, (b) writing a lesson plan for teaching one of the cases.

Activities: Please do one of the following:

1. view videotape in the AV Center titled "The Ford Motor Case" and read examples of case studies in Oliver and Shaver, Teaching Public Issues in the Secondary School (AV Library).
2. review case studies in textbooks in library and read Fred Newmann and Donald Oliver, "Style of Case-study Materials" (AV Library).
3. attend class when the "case study approach" is discussed.

#10. Explain in writing how you would: (a) teach current events in a social studies classroom; (b) teach a lesson on a news event given to you by your instructor, or one that you select from a daily newspaper.

Activities: Please do one of the following:

1. attend class on the day that teaching current events is discussed. (I will try to schedule Fred Perkins from the State Department of Education for this class. He will provide you with a wealth of material.)
2. read "Teacher's Guide to your Daily Newspaper", pp. 42-55 and "149 Projects or Activities for Social Studies Students Using Newspapers or Studying Contemporary Affairs", pp. 1-13 (both are available in the AV Library) and view the film "Current Events: Understanding and Evaluating Them" (AV Center).

#11. Develop criteria for evaluating the textbook treatment of a specific topic or problem (e.g. Labor Unions) and apply that criteria to five secondary school textbooks. The criteria and evaluation will be in writing.

Activities: Please do one of the following:

1. attend class on the day analysis of textbooks is discussed.
2. Select five texts from the Folger Library collection, develop criteria, and evaluate the books.

#12. List and describe in writing the proper techniques for leading a group discussion.

Activities: Please do one of the following:

1. read Chapters 3, 4, 5 and 8 in Helen Carpenter (ed.) Skill Development in Social Studies (AV Library) and view "How to Conduct a Discussion" (AV Film).
2. read Hunt and Metcalf, Chapters 8, 9 and 10; and view "How to Conduct a Discussion" (AV Film).
3. attend class on day group discussion is discussed.

#13. (a) construct a curriculum plan for teaching a full-year course in one of the social sciences or history. (b) develop criteria for evaluating a social science or history curriculum and evaluate a curriculum developed by a person other than yourself.

Activities: Please do one of the following:

1. read the Barth and Shermis article, Social Education, Nov. 1970; Shirley Engle article, Social Education, March, 1971; and, evaluate either a commercially prepared curriculum in the library or one developed by a classmate.
2. read Chapter 12 in Hunt and Metcalf and evaluate either a commercially prepared curriculum in the library or one developed by a classmate.
3. attend class on day curriculum is discussed.

#14. Trace the major writers and their interpretations of a particular historical topic and/or event. The student will select his own topic and submit his analysis in writing.

Activities: Please do one of the following:

1. read one of the following articles on file in the AV Library: Negro, WWI and Wilson, Hitler, Women in U.S. History. Develop, in writing, a plan for using the

article as the basis of a lesson (or series of lessons) in historical interpretation for use in a secondary classroom. Select one of the books mentioned in the article you read (or another book which you choose) and submit in writing an explanation of how the book fits the historical interpretation suggested in the article.

2. read one of the articles mentioned above and the articles by Sellers and Zangrando in Social Education, May, 1969. Use the article on historical interpretation as material to develop a lesson sequence in the manner suggested by Sellers and Zangrando.
3. select a topic from history (i.e. frontier thesis, Napoleon's influence, Russian Revolution, etc.) of your choice. Prepare a paper showing the conflicting or changing interpretations. Include specific quotations from the writings of historians supporting the points of view.

#15. Evaluate behavioral research on a particular topic or problem. The student will select a topic, read six research articles on that topic and write an evaluation.

Activity: read and analyze six research articles. Do not select historical or opinion articles.

#16. Write a position paper on the purposes and objectives of the social studies.

Activities: Please do one of the following:

1. read Hunt and Metcalf, Chapters 1, 2 and 3; the Barth and Shermis article in Social Education, Nov. 1970; and the Sellers article in Social Education, May, 1969.
2. read the sections on objectives of the social studies in any three of the following: Earl Johnson, Theory and Practice of the Social Studies; Quillen-Hanna, Education for Social Competence; Wesley-Wronski, Teaching Social Studies in High School; Massialas-Smith, New Challenges in the Social Studies; Bining-Bining, Teaching the Social Studies in Secondary Schools.
3. come to class when the social studies and the social sciences are discussed.

#17. Raise significant questions about the teaching of the social studies in the secondary school in a seminar held during the last four class meetings.

Activity: Participate in the seminar.

Evaluation of the UMO Model of Teacher Preparation

Foundations Component: The first phase in the development of evaluation procedures for the model involved establishing a methodology for assessing the success of the modular foundations component. Because of the limited time available for planning, it was more feasible to only design the mechanism for assessing one aspect of the component. After some deliberation it was decided that student response should form the basis of the initial evaluation, particularly in light of the newness and somewhat experimental nature of the foundations component.

Prior to the first semester of the component's operation an attitude instrument was created to elicit student reaction to it. The instrument contained items designed to indicate student feelings about the new program in four general areas. These were (1) how it compared to the previous method of presenting foundations, (2) the quality and effectiveness of the modules as a means of teacher preparation, (3) the degree to which students felt modules should be extended to other aspects of the UMO program, and (4) amount of student support for the modular component in foundations.

All students enrolled in the component were asked to complete the instrument during the first and last week of the first semester of its operation. By the end of the semester most students had completed 3 modules. Student responses on the instrument have already been reported (McNally and Drummond, 1972). Results of the survey showed that students preferred the modular component in foundations over the more

traditional approach utilizing semester-long courses. They felt that the modules were more interesting, relevant, provided more opportunities for faculty-student interaction, and provided better teacher preparation. While the students strongly supported the modular component, they also tended to feel that the five-week modular periods were too short for adequate treatment of some topics presented.

On the whole, student response to the modular foundations component was strongly favorable and suggests that more flexible scheduling of the modules may be desirable. That is, topic areas in the foundations component may require longer or shorter time periods depending on their specific demands and scope.

Although the initial evaluation was limited, it did provide one set of criteria concerning the effectiveness of the new method of presentation. Student perceptions were basically positive and clearly established their preference for the component over the earlier program. If student judgement is a valid measure of its effectiveness, then the new foundations component provided learning opportunities of greater quality and interest and led to the enhanced development of professional skills.

Methods Component: It was mentioned above that the Assistant Teacher Program was initiated in 1969 and that participants in the program have judged it to be not only successful but mutually beneficial. Nevertheless, predictable but minor problems have occurred and continue to occur whenever an in-service teacher accepts an assistant teacher for the first time. To be sure, program objectives and guidelines

were provided for the participants but these were found to be meaningless unless accompanied by a series of seminars with the assistant teachers and conferences with the teachers. Secondary teachers are generally unaccustomed to having assistance in carrying out their tasks and they need time to learn how to let someone help them. Similarly, the assistant teacher lacked a model to serve as a guide since their own school experience antedates the use of paraprofessionals and differentiated staffing. Consequently, it was difficult for prospective teachers to understand their role as an assistant teacher.

Student responses to the methods courses has been highly favorable in the regular fifteen-week semester and in the six-week summer session. Results of a questionnaire administered in both of the above sessions showed that students preferred the course organization to that of more traditional courses. Specifically, they had a high positive attitude toward the course objectives, the freedom and options for achieving the objectives, and the self-pacing aspect of the methods component. On the other hand, a high negative attitude was expressed toward both the quality and quantity of work required. These feelings were more prevalent in the summer session group than in the regular semester group, as one might expect. Nevertheless, the percentage of students completing the course early (10%) and those failing to complete the course in the alloted time (20%) did not differ significantly in the two groups. However, the quality of work completed in the summer session group was somewhat below that of the regular semester group.

The Total Program: While the complete evaluation procedure for the UMO teacher preparation program has not yet been fully determined, certain guidelines have been established and at least tenatively accepted. As presently envisioned, the evaluation procedure will require an integrated process of student, faculty, and objective observer measurements. Perhaps most basic to this or any evaluation methodology is the clear delineation of the objectives which the model is designed to attain. Therefore, it will first be necessary to closely examine each stage of the teacher preparation program and establish as specifically as possible its aims in terms of the particular skills, competencies, and attitudes to be learned by the student. At the same time, relatively specific over-all objectives for the entire program must be delineated. Without the clear exposition of the immediate and long-term objectives, valid evaluation is difficult, if not impossible.

At all stages of program assessment criteria of outcomes will be obtained from three sources: participating students, presenting college faculty, and objective observers of the process and ultimate teacher performance. The model will then be evaluated at every stage in terms of the simultaneous consideration of these multiple criteria of outcome. Each source of information provides different but equally relevant data concerning the degree to which the objectives of the various components and the model as a whole have been met. In this way the perceptions, judgements, and observations of students, teachers, and observers will be utilized to obtain a more global picture of the program's success.

More specifically, students will be tested at the beginning and

end of each of the four components of the model. Students will be asked to evaluate the particular component's method of presentation, instructional procedures, and extent to which it provided opportunities to learn relevant competencies. As students move to the second, third and fourth components of the model, they will also be asked to assess the adequacy of the previous component as a preparation for the present one.

The over-all model objectives will be used to design a student assessment instrument which can be used in all components of the program. The instrument will contain items designed to permit measurement of student skills, attitudes, and performance consistent with program objectives. The continued use of this standard instrument will permit repeated assessment of student growth and change as they progress from component to component. Ratings will be made by faculty and objective individuals in positions which qualify them to make valid judgements about the students.

Faculty will also be asked to evaluate each stage of the teacher preparation program in the same areas as did students: method of presentation, their own (instructor) success, and the extent to which students were provided opportunities to achieve desirable learnings and competencies.

At all points where feasible, individuals external to the model in a direct sense will be asked to assess student performance. Therefore, students participating in the Assistant Teacher Component will be rated by their supervising teachers on the standardized instrument. Practice teachers in the fourth stage of the program will in turn be

evaluated by their supervisors, again with the same instrument. These ratings will provide consistent measures of the student teacher's growth as he moves from one component of the program to the next.

The final stage of evaluation will be performed one year after the student has graduated and is employed as a teacher. Graduates will be asked to assess their past training program in terms of the degree to which it provided them necessary skills, attitudes, behavior, etc. Graduates will also be asked to make recommendations for changes in the program, curriculum, and method of presentation.

Principals and department heads of the program graduates will also be enlisted as a source of evaluative criteria. These individuals will be questioned concerning the graduates' performance and functioning as teachers.

In short, the evaluation procedure will emphasize obtaining information from all relevant sources. Students, college faculty, and external observers will contribute information concerning the degree to which the three components of the teacher preparation program met their stated objectives. Repeated measures of the same student variables will be made at each stage of the program and in a follow-up of graduates at least a year after completion of the program. These measures will delineate the process of student growth in those characteristics and competencies required of teachers.